



KENTUCKY DEPARTMENT OF EDUCATION

Continuous Improvement Planning

Three-hour training for experienced school-based decision making membership

Objectives:

- The WHY, The WHAT, and The HOW
- ASSIST Basics
- What makes a good plan?
- The School Report Card
- From Data to Improvement Planning

Session Overview:

This session will provide the basics needed to understand the school's continuous improvement planning process.

Student Achievement:

The school council's mission is to improve student achievement. Each school council must create an environment in their own schools that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school mission.

These SBDM training materials were developed by the Kentucky Department of Education for use in training new school council members in implementing school-based decision making.



What Do You Already Know About Planning?

Look at the following questions and try to answer each one individually first. When the facilitator calls time, work with your table to answer the questions based on what you know at this time.

1. Is the school responsible for developing a school improvement plan annually?
2. Does the school need to include survey data as part of a needs assessment?
3. Does the school improvement plan necessarily need to be done electronically?
4. Must the school look at achievement gap data?
5. Is the school required to post their improvement plan on their school's website?

The WHY, The WHAT, and The HOW

Before we look at the why, the what and the how of the school improvement plan, let's look at the statute that describes the areas included in the plan:

KRS 158.649(5) - By April 1, 2003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

1. Curriculum alignment within the school and with schools that send or receive the school's students;
2. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
3. Professional development to address the goals of the plan;
4. Parental communication and involvement;
5. Attendance improvement and dropout prevention; and
6. Technical assistance that will be accessed. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year.

The school improvement plan stems from the Unbridled Learning initiative. Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, set the course for

Unbridled Learning in the state. Unbridled Learning is the name given to the new era in public education in the Commonwealth of Kentucky - designed to ensure every child reaches his/her learning potential and graduates from high school ready for college and career.

The WHY- Every child proficient and prepared for success (College/Career Ready)

The WHAT- Four strategic priorities in Unbridled Learning:

- Next Generation Learners
- Next Generation Professionals
- Next Generation Support Systems
- Next Generation Schools and Districts

The HOW- Unbridled Learning Strategic Plan

- Strategies and action plans developed in each of the four strategic priorities-state delivery plans
- School Improvement Plans- using the delivery strategies developed in ASSIST
- Grade Level/Department Plans- built within the professional learning community (PLC) process
- Individual Improvement Plans- ties to the Professional Growth and Effectiveness System (PGES) and developed between the teacher and the principal
- Student Individual Learning Plan (ILP)



Using the choices below the chart, write the indicator under the appropriate area.

Unbridled Learning: College- and/or Career-Ready for all

Next-Generation Learners	Next Generation Instructional Programs and Support	Next Generation Professionals	Next Generation Schools/Districts

Achievement (Proficiency)

Percent Effective Teachers

Program Reviews

Gap

Percent Effective Leaders

Overall Accountability Score

Growth

Readiness for College/Career

Revised Report Card

What is ASSIST?

ASSIST (Adaptive System of School Improvement Support Tools) is an interactive web-based platform that uses technology to guide school and district administrators through the continuous improvement process, support disciplined thought and data-based decision making and ensure that compliance and improvement activities are effectively monitored and implemented. ASSIST allows Kentucky schools and districts to create unique data profiles, build high quality goals and plans, document and track the implementation process and evaluate the effectiveness of program and planning initiatives in a single system.

Who uses the system? Administrators in all Kentucky schools and districts (Superintendents, Principals, and collaborative planning groups responsible for District and School Improvement Plans).

What data are collected? Comprehensive School Improvement Plans (CSIP) are developed within the ASSIST system. Districts use data available in the School Report Card to guide the improvement planning process through the creation of goals and plans to improve student achievement. School and district administrators monitor and evaluate school progress through this tool.

ASSIST Navigation- The primary navigation of ASSIST takes place using a series of tabs across the top of the screen. Specific tools are provided within each tab. The following diagram provides a basic overview of the ASSIST tabs and what is located in each.

Portfolio	Profile	Diagnostics And Surveys	Assurances	Goals and Plans	Actions and Reviews
Due dates for required tasks- upcoming, past due, and completed Documents for submission (CSIP/CDIP)	Basic institution, demographic, affiliation, accreditation and accountability status information (e.g. Priority, Focus, Title 1)	Tools to facilitate the collection and analysis of data and information to inform the improvement planning process	Yes/No Certification Questions- AdvancED, KDE and federal assurances	Build and manage goals and improvement plans	A process of checks and balances to ensure appropriate goals and strategies are in place

Reflection

What have you learned about ASSIST that you did not previously know?

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What Makes A Good Plan?

There are five things that are needed to make a good plan. They are:

1. The right data
2. The right people
3. The right goals, objectives, strategies and activities in ASSIST
4. The right format and construction
5. The right monitoring

Brainstorm with your table and write on chart people what criteria should be included in the school improvement plan or questions that could be asked in each area.

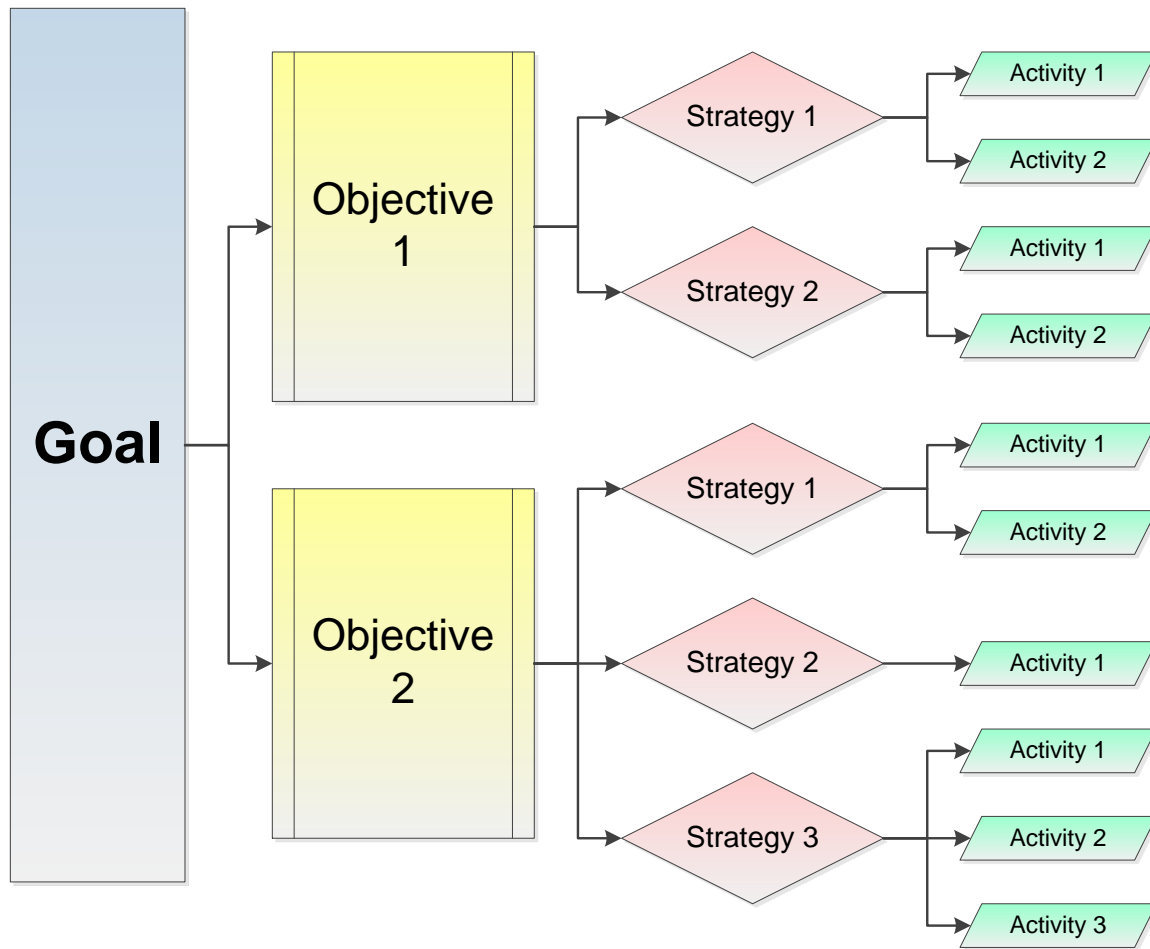
The RIGHT data

Data that should be evaluated and analyzed are student performance, customer and stakeholder surveys, The Missing Piece of the Proficiency Puzzle, Behavior and Finance Data, and Non-Academic Data.

The RIGHT People

- Who is that at each grade level?
- What about teachers that do not have homeroom students?
- How many do I need?
- Who will be doing what? How does it all fit into the plan?
- How will the work be communicated back to the staff?

The Right Goals, Objectives, Strategies, and Activities in ASSIST



Goals: A goal is a brief statement reflecting an end result or desired condition you want to achieve.

Example: All students will be proficient in mathematics.

There are two types of goals: academic and organizational. An **academic goal** is a goal that aims to meet some criteria related to student academic performance, competency or achievement. An **organizational goal** is a goal that aims to meet non-academic criteria that pertain to the institution itself.

Objectives: The construction of a measurable objective in ASSIST is done systematically using a series of prompting questions with a wizard-like tool. The questions (or prompts) will vary depending on the type of goal selected (whether an Academic Goal or Organizational Goal).

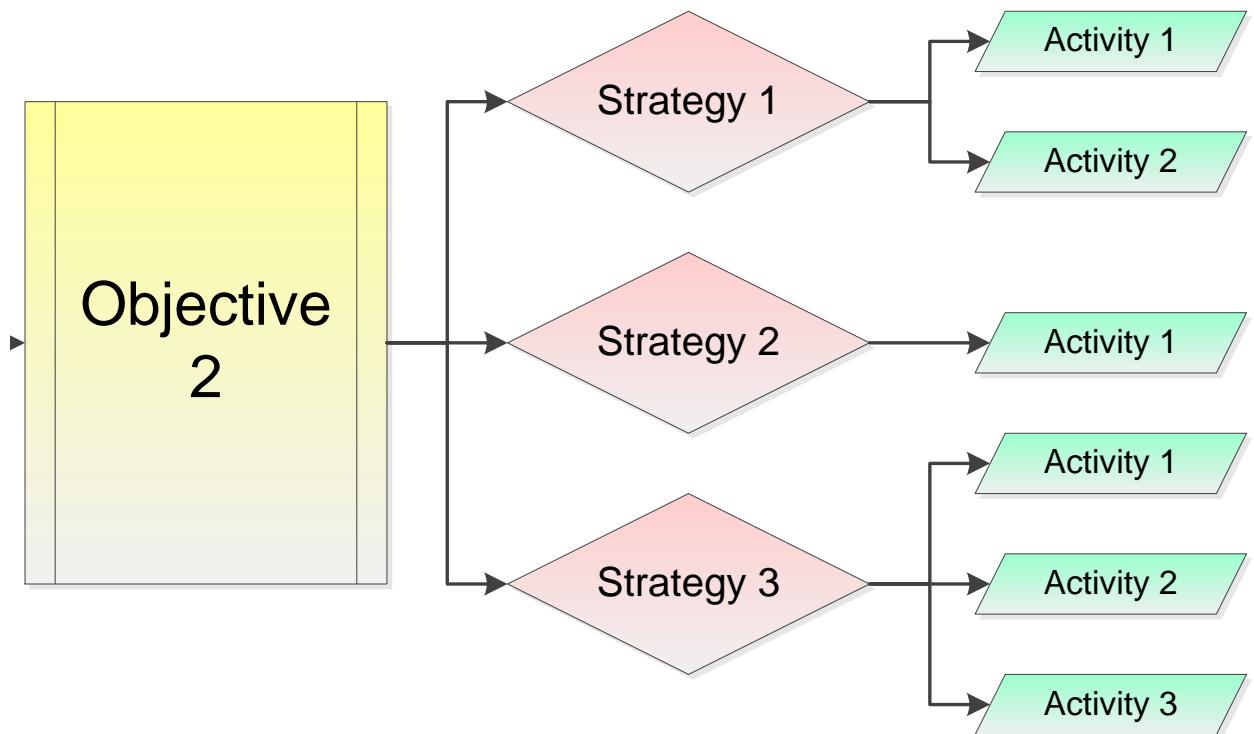
For Academic Goals:

What Proportion?	Who?	What?	When?	Measured By?
<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All students Or Gender Grade Level Sub-Group 	Content Area <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box

For Organizational Goals

What?	When?	Measured By?
<ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative box

Strategies and Objectives: Every objective in ASSIST must have at least one strategy and activity. Multiple strategies can be provided for a single objective.



Strategy: A strategy is an action that is specific, planned, evidence based and focused on student results to accomplish a goal and objective. A strategy can be thought of as the “how” to achieve the objective and/or goal. There can be multiple strategies to achieve each measurable objective.

Activities: An activity is an individual task or function performed as part of an overall strategy for instruction or improvement. Activities are specific and include a comprehensive description of the steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g. professional development, direct instruction, community engagement). Multiple activities may be required to address each strategy.

In the table below, give an example of a goal, objective, strategy and activity that could go with the statement.

A student needs to improve in math.

Goal	Objective	Strategy	Activity

The Right format and construction

The 4 C's

- **Construction**- understanding the ASSIST platform to construct a stronger plan
- **Communicating with stakeholders**- be careful to define acronyms and educational strategies and concepts; use plain English in the plan
- **Capacity**- organize who will do what, by when (roles and responsibilities)
- **Continuous Improvement**- design the plan with progress monitoring in mind

The Right monitoring

How will you know if your plan is working?

- **Timeline**- use the school, district, and state calendars to create a planning calendar with deadlines for tasks
- **30/60/90 day plans**- a good model or structure for frequent monitoring checks- all goals and objectives are evaluated monthly
- **Use other tools** to help organize the monitoring process- example include flow charts or PDSA (Plan, Do, Study, Act)
- **Progress Notes**- document progress in the Goal Section of your school improvement plan using the Progress Note feature in ASSIST

The School Report Card

Each year, School and District Report Cards are posted on the Kentucky Department of Education's (KDE's) website. Not to be confused with student report cards, these Report Cards provide information about each school and district, including test performance,

teacher qualifications, student safety, awards, parent involvement and much more. The School and District Report Cards were established by statute, [KRS 158.6453](#), and regulation, [703 KAR 5:140](#). Additionally, the Report Cards must incorporate the requirements of the federal [No Child Left Behind \(NCLB\)](#) Act.

[Here](#) is the link to the School Report Card. On this screen, you will choose the school year, the district and the school. Once you click on View Card, look around the site and answer the following questions with your table.

1. Under which tab will you find the school council members for that school year and the Accountability Performance summary?

2. Where will you find the summary of all test results taken for that school year?

3. Under which tab will you see the status of the state and district in the Unbridled Learning accountability system? _____

4. Spending amount per student and average daily attendance are found in which tab? _____

5. Under the tab Program Review, what does it say the definition is of program review?

6. What are the three Program Review areas included in accountability?

7. The Proficiency and Gap delivery targets provide schools and districts with the annual progress needed to meet their Proficiency and Gap delivery goals. What is your school's actual score percentage for the last school year in the area of reading?

From Data To Improvement Planning

Data Points:

What data sources can a school council use to create a “picture” of their school?

- Demographic
- Perceptual
- Performance
- Program

It is important to remember that school councils cannot review data that is student specific.

Achievement Data: Next we are going to look at how to validate the need for improvement based on the achievement data. On the school report card, click on Accountability, Learners and then Achievement.

To determine which content areas present achievement concerns, notice the NAPD calculation. Which areas show the lowest performance?

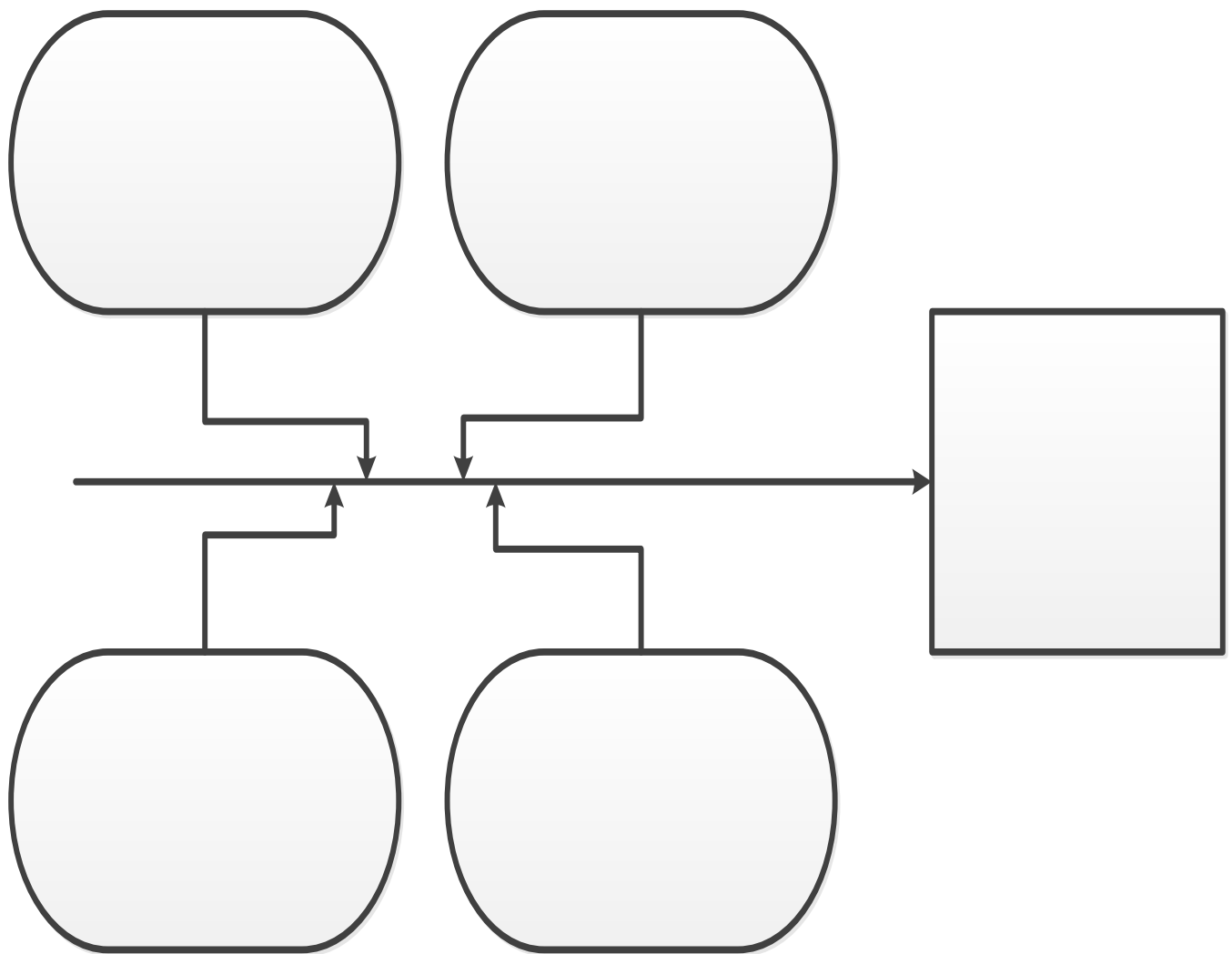
Select “By Group” data. Examine the data for each group. Which gap group(s) performance presents the greatest need for improvement?

Data Questions:

1. **What does the data tell us?**
2. **What does the data not tell us?**
3. **What are causes for celebration?**
4. **What are opportunities for improvement?**
5. **What are our next steps?**

Determining Priority Need

Use the fishbone (Cause/Effect) Diagram for the Gap Group of concern. Place the effect (Gap Group of concern and the score) in the square, possible instructional causes in the circles and possible whys on the line connecting the oval cell to the diagram.



Closing

Reflection:

What areas in your school need improvement and what are some ways you can improve those areas?